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ABSTRACT

Fifty-one educational research projects completed or in progress during 1971 through 1972 in Denmark are described. As part of the Third European Survey of Educational Research, the project descriptions cover all areas of research at every educational level. Described are research studies on a variety of topics such as teaching methods, teaching resources, learning, problem solving, school organization, youth, testing, language, arithmetic, careers, and creativity. Each project description in this survey lists name of sponsoring institution, name of project leader, project title, bibliographic references, background and goals of the research, scope, method, main findings, time schedule, source of finance, and number of researchers. (DE)

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SP 002 330

EDUCATIONAL RESEARCH IN DENMARK

1971 - 1972

MINISTRY OF EDUCATION

COPENHAGEN

September 1973.

I N T R O D U C T I O N

This document contains the Danish contribution to the Third European Survey of Educational Research, covering educational research completed or in progress during 1971-1972.

The collection of data was organized by the Ministry of Education who was also responsible for the editing and translation of the completed questionnaires.

As the criteria for the research projects, as laid down in the CCC document DECS/Rech (72) 29, are open to some interpretation, it has been necessary for the Ministry to make a selection among the answers from the researchers and institutes. Thus a number of investigations carried out by local school authorities have been left out of the survey as they do not, in editors' opinion, fulfill the above mentioned criteria, especially with regard to the scale at which the research has been carried out.

The institutions are listed alphabetically. Within each institution the projects are listed alphabetically according to the name of the project leader.

It is hoped that in future more precise criteria for data collection will be available in order to make international comparison easier.

Sulamith Ellberger Niels E. Rafn

Ministry of Education

Institution:	The Danish Institute of Educational Research, Department of Educational Psychology.
Project leader:	Agnete Diderichsen.
Project title:	Language as an aspect of development.
Bibliographic references:	The annual reports of the Danish Institute of Educational Research 69/70, 70/71, 71/72. Diderichsen, A: Soviet psychology. Theories of the development of language and thinking. Offprint from Tiden, 1972.
Background and aims:	The research is being carried out in three fields: 1) the use of a developmental model linking verbal and non-verbal aspects for analysing language development; 2) language development described on linguistic principles in a broad cognitive context, also the role of language in concept formation; 3) the dependance of language development upon the interaction of particular social circumstances.
Scope:	The third of the project involves the recording of the daily communication behavior of 3 children aged 1½ - 3 years.
Methods:	The above two parts are at present based on literature, especially as it relates to a theoretical analysis of language development in the pre-school period.
Main findings:	The aim is to develop a closer relationship between educational practice and the above described approach to language development.
Time schedule:	The project is still in progress. Provisional reports are being prepared.

Source of finance: Government grand under the Finance Act.

Numbers of researchers: 3 research psychologists, 1 graduate student.

Institution:	The Danish Institute of Educational Research, The Department of Educational Experimentation
Project leader:	Mogens Jansen.
Project title:	Jansen, Mogens & Møller, Kreiner, Svend: Who or what determines the activities of the classroom teacher? Classroom interaction Newsletter, Vol. 5, No.1: p.p. 57-67. Jansen, M: Faktorer der påvirker klasselærerens arbejde. (Factors which determine the activities of the classroom teacher) Skandinavisk Tidsskrift för Läspedagoger, Vol 5, No.1:p.p. 7-12.
Background and aims:	The research is elucidating some of the factors which determine the classroom teacher's activities and includes the investigation of social, socio-educational, and socio-psychological observations in school classes from grade 3 to grade 7.
Scope:	17 selected classes are followed over a rather long period. The daily work during some of the lessons is analysed.
Methods:	Classroom observations, classroom analysis, interviews, and study of related literature.
Main findings:	The work of the classroomteacher is neither dependent on classgrade nor on the individual teacher. 'The school' determines the work. Furthermore the classroom teacher seems to have very essential functions.
Time schedule:	Completed in 1971.
Source of finance:	Project of the institute: Governmental.
Number of researchers:	Psychologist, statistician, teachers, headmasters and pupils.

Institution:	The Danish Institute of Educational Research The Department of Educational Experimentation
Project leader:	Mogens Jansen.
Project title:	An investigation of work books on Danish for kindergarten classes and the first seven grades.
Bibliographic refererences:	Jansen, Mogens & Ahm, Jette. Work Books on the subject of Danish for kindergarten classes and the first seven grades. Registration and Analysis. Copenhagen: The Danish Institute for Educational Research, 1971.No.72.
Background and aims:	To give a full description of all workbooks which are used in the teaching of the mother-tongue, primarily in regard to formal structure and educational scope, and, secondarily, in regard to contents.
Scope:	
Methods:	Registration of workbooks, analysis, study of literature.
Main findings:	The investigated workbooks contained a large number of assignments which added little to the development of the child. The more 'create' tasks are few. A foundation is created for an analysis of the contents of the workbooks.
Time schedule:	Completed in 1971.
Source of finance:	Project of the institute: Governmental.
Number of researchers:	1 educational psychologist, 1 student of education, technical assistance.

Institution:	The Danish Institute of Educational Research The Department of Educational Experimentation
Project leader:	Mogens Jansen
Project title:	Research into the teaching of Danish as a mother tongue during the first seven years of the "folkeskolen" (primary and lower secondary school).
Bibliographic references:	About ten reports published in 1967 and 1972. Further information can be obtained from the department.
Background and aims:	To develop techniques that will enable researchers to make systematic descriptions of what teachers and pupils do at school. Parallel to this, the project deals with the contents and form of teaching of Danish at primary level from grades one to seven.
Scope:	A large number of teachers and classes at schools scattered all over the country.
Methods:	Classroom observations and analysis, interviews, study of related literature.
Main findings:	As published.
Time schedule:	The project is still in progress. As results are obtained, they are published.
Source of finance:	Project of the institute: Governmental.
Number of researchers:	The number varies.

Institution:	The Danish Institute of Educational Research The Department of Educational Experimentation
Project title:	The instruction of Danish - Scandinavian languages - foreign languages.
Bibliographic references:	Various reports. Further information can be obtained from the department.
Background and aims:	In the Nordic countries all pupils are educated in the Scandinavian languages. This nearly always differs from both the mother-tongue language education and foreign language education. - The aim of this research is to obtain a description of the three 'language areas': mothertongue language, acquainted language, foreign language, and all the borderlines between them.
Scope:	A number of classes in Denmark, Northern Germany, Sweden, Iceland, the Faroe Islands, and Greenland at grades where children are taught Danish.
Methods:	Classroom observations and analysis, interviews, study of related literature.
Main findings:	It seems as if it will be possible to obtain a number of results concerning the educational methods and materials. There are typical differences between the three 'types' of language.
Time schedule:	Classroom observations are completed. The analysis is still in progress.
Source of finance:	Project of the Institute: Governmental.
Number of researchers:	Educational psychologists, linguists and technical assistant.

Institution: The Danish Institute of Educational Research Section for Differential Pedagogy.

Project leader: Jorgen Aage Jensen, Vagn Rabol Hansen.

Project title: Individual differences in learning and problem-solving.

Bibliographic references: Hansen, V.R.& Jensen, J.A.: Educational Theory and Developmental Psychology: Differential Pedagogy. Stencilled English Version from Tiden (Journal published by the Ministry of Education) Vol.5, No.9, 1972:p.p. 530-542. Jensen, J.A.: Concrete transitivity of lenght, Scand. J. Psychol, No.11, 1970:p.p. 196-212. Jensen, J.A.& Nissen, T: Fra test til observationsmønster (From tests to patterns of observation), Skolepsykologi, vol. 9, No.3, 1972: p.p. 65-76.

Background and aims: The project is based on selected research trends within developmental psychology, learning psychology, and cognitive psychology. Intellectual functions relevant to educational problems are described. An educational model and a developmental model are instrumental in an attempt to describe individual differences in actionpatterns in various learning and problem-solving situations in a way which makes possible pedagogical intervention. The specific problems concern 'logical thinking' and 'reading and compensation-mechanisms'.

Scope: Within the above mentioned project a number of investigations are being pursued. These comprise normally 20-30 subjects, mainly children between the ages of 6 and 14 years,

Methods:	Various experimental procedures (the above mentioned reference, obtainable at the Danish Institute of Educational Research).
Main findings:	The aim of the project is to render developmental-psychological knowledge into a form that is pedagogically relevant, i.e. analysis of existing and new knowledge and an attempt at describing this in a way which makes it the foundation of pedagogical intervention.
Time schedule:	The project is in progress. However, various investigations and analysis have been published as parts of the project, see above.
Source of finance:	Governmental finance.
Number of researchers:	2 research psychologists, 2 graduate students.

Institution:	The Danish Institute of Educational Research Department of Educational Experimentation.
Project leader:	Poul Erik Jensen.
Project title:	Class size and Individualization.
Bibliographic references:	Jensen, Poul Erik: Om deletimer og deres anvendelse, (Devided lessons and their application) Stencil, Copenhagen, The Danish Institute of Educational Research. 1971. Klassestørrelser og undervisningsdifferentiering, (Class sizes and instructional differentiation), English summary. Copenhagen, The Danish Institute of Educational Research, 1973, No.75.
Background and aims:	The teaching of the mothertongue takes place partly in classes with about 26 pupils and partly in devided classes (deletimer) of 13 pupils. This gives possibilities of investigation into the class size effect on the individualization of instruction.
Scope:	18 classes and 200 lessons were observed.
Methods:	Classroom observations of the lessons. The activities of the pupils, the form of organisation of the class and the amount of individualization were registered at every full minute. - In the statistical analysis the class size is regarded as an independent variable, and pupil activity, the form of organization and the individualization as dependent variables.
Main findings:	The form of organization and the individualization varies with the class size.

Time schedule: The project is completed and published in Poul Erik Jensen. Klassestørrelser og undervisningsdifferentiering. Copenhagen: The Danish Institute for Educational Research, 1973, No. 75 (English Summary.) (cf. above).

Source of finance : A project of the Institute.

Number of researchers: 3.

Institution: The Danish Institute of Educational Research in co-operation with The Association of Youth Schools, The Department of Educational Methodology assisted by the Department of Educational Experiences.

Project leader: Arne Kristiansen.

Project title: Development of youth Education: Evaluation and improvement.

Bibliographic references:

Kristiansen, Arne: Fynske matematiklærere på vellykket studierejse. (Mathematics masters from Funen on a succesful study tour), Efterskolen, No.5, 1972: pp. 7-8.
Eleverne bedst tjent med individualiseret undervisning.(Individualized instruction being most beneficial to the students), Efterskolen, No. 5, 1972: p.54
Materiale til individualiseret undervisning i procentregning, (Material for individualized instruction in calculation of percentages), Efterskolen, No. 5, 1973; p.151.

Background and aims: Based upon an evaluation of educational processes in youth schools. The teacher groups in co-operation with The Department of Educational Methodology makes practical proposals for improving the solution to the formulated problems. The proposals for improvement are tried out in daily educational practice they are then evaluated by the teachers and the students, and are further improved etc.

Scope: Nine teachers and their classes.

Methods: Analysis of goals, analysis of preconditions, evaluation planning, planning of improvement analysis, action execution, evalua-

	tion execution, execution of improvement and analysis.
Main findings:	The results will be published in a report in 1973.
Time schedule:	March 1972 - December 1973.
Source of finance:	Support is provided to the Association of Youth Schools by The directorate for Youth and Adult Education.
Number of researchers:	Nine teachers one of which is the project leader and two consultants from The Danish Institute of Educational Research.

Institution:	The Danish Institute of Educational Research Department of Statistics
Project leader:	Gustav Leunbach
Project title:	Methods of assessing the prognostic value of educational tests.
Bibliographic references:	
Background and aims:	Certain tests used regularly for prognostic purposes, serve as the material for an investigation of the extent to which results in these tests may explain school results up to four years into the future. The future results investigated are continuation of schooling or not after certain terms, as well as the results of a final examination. Background factors included are age at the time of the test and geographic and social milieu.
Scope:	Approx. 5000 pupils from grade 5 were tested, in dictation and general arithmetic; further data as described above.
Methods:	The tests used yearly for purposes of streaming after 5 years of school in the Metropolitan area were one year given to a random selection of classes in the rest of the country; the investigation comprises these classes as well as a random selection of classes in the Metropolitan area. The immediate results appear as tables and diagrams showing the relationship between variables of the investigation.

Main findings:	The aim of the investigation is to develop and apply mathematical-statistical models and methods of hypothesis testing for prognostical purposes with due regard to the character of the data in question.
Time schedule:	The data obtained by the investigation is being statistically analysed.
Source of finance:	The Institute's regular budget.
Number of researchers:	1 part-time researcher, 3 part-time coders.

Institution:	The Danish Institute of Educational Research The Department of Educational Experimentation
Project leader:	Peer Mylov
Project title:	Experiments on teaching of English in Folkeskolen (primary and lower secondary school).
Bibliographic references:	Florander, J & Jansen, M: Research on teaching English in Danish schools 1959-1965. Int. Rev. of Educ. Vol. 10, No 3, 1964:pp. 312-325. Mylov, Peer: Skoleforsøg i engelsk. (School experiments in English). Danmarks pædagogiske institut, Nr.74, Munksgaard, 1972.
Background and aims:	The purpose of the project is to estimate the influence of a) grade level for introduction of English as first foreign language, b) length of lessons (½ or 1/1) and c) certain method/material combinations on development and achievement in English.
Scope:	96 intact classes of which 46 from grade 4 and 39 from grade 6. A total of 1676 pupils representing 9 schools in the municipality of Gladsaxe (Copenhagen).
Methods:	Grade level was contrasted by introducing English in grade 4 and, as normal, in grade 6. Length of lessons and method/material combinations varied only in grade 4-classes. Achievement was expressed through silent-reading tests in English and Danish at fixed intervals. Intelligence and some other variables were control-variables

Main findings:	Grade 6 started and finished with the best achievement (as measured). Grade 4 showed a greater improvement in achievement. Retardates in Danish seemed to be handicapped by early English with the existing methods etc.
Time schedule:	Finished September, 1972.
Source of finance:	Project of the Institute: Governmental.
Number of researchers:	English teachers; Danish teachers in the local community; several specialists in language and educational psychology.

Institution:	The Danish Institute of Educational Research, Department of Tests.
Project leader:	Børge Prien
Project title:	Construction of diagnostic tests in arithmetic
Bibliographic references:	
Background and aims:	Developing tests which can help the teacher to plan the instruction according to the knowledge and the weaknesses of the pupils. These tests are not standardized achievement tests in arithmetic but specially constructed to detect the pupils' systematic errors and misunderstandings relative to the prerequisites of the task.
Scope:	Special tests are constructed for different subject matters.
Methods:	Different parts of the arithmetic curriculum are discussed with experienced teachers; Pilot tests are constructed and tried out on a group basis. The tests are then redesigned to be used on an individual basis for a diagnostic purpose.
Main findings:	These tests are - among others - sold by the Institute to schools and teachers. They are mainly to be used in testing pupils with considerable difficulties in arithmetic.
Time schedule:	In progress.
Source of finance:	Financed within the ordinary budget of the Institute.
Number of researchers:	3 psychologists, advisors in arithmetic.

Institution:	The Danish Institute of Educational Research Department of Tests.
Project leader:	Børge Prien.
Project title:	Investigations of pupils' errors in elementary arithmetic.
Bibliographic references:	
Background and aims:	The aim is to describe the kinds of errors charateristic of answers to different combinations of elementary operations in arithmetic, and to investigate how the kind and number of errors depend on the components of the combinations.
Scope:	1) 300 pupils from 3th-5th grade. II) Published material concerning number and kinds of errors in the elementary combinations.
Methods:	Group testing, classification and statistical analysis of errors.
Main findings:	The aim of the project is descriptive but since arithmetical operations depend on mastery of the fundamental combinations, a description of the laws of errors in these could be important for both remedial arithmetic and methodology of arithmetic instruction.
Time schedule:	In progress.
Source of finance:	Financed within the ordinary budget of the Institute.
Number of researchers:	1 psychologist, technical assistance.

Institution:	The Danish Institute of Educational Research Department of Tests.
Project leader:	Børge Prien.
Project title:	Investigations into the English vocabulary of Danish pupils.
Bibliographic references:	
Background and aims:	The investigation is composed of only these students who have been taught English as a foreign language. The aim is to investigate vocabulary structure rather than extent, to construct and try out tests for this purpose, and to develop methods for nummerical description of the vocabulary of the individual.
Scope:	200 pupils possessing proficiency in English above elementary school education.
Methods:	Test construction with words grouped according to frequency, group testing, statistical analysis, use of mathematical models developed by Georg Rasch.
Main findings:	The structure of pupils' vocabulary can be described by probabilistic models. There is a relationship between the degree of mastery of words from different frequency groups.
Time schedule:	In progress.
Source of finance:	Financed within the ordinary budget of the Institute.
Number of researchers:	1 psychologist, technical assistants, advisors in the linguistics of English and mathematical psychology.

Institution:	The Danish Institute of Educational Research The Department of Educational Methodology.
Project leader:	Finn Rasborg.
Project title:	Group problem solving: Evaluation and improvement in teacher training.
Bibliographic references:	Rasborg, Finn: Undervisningsmetoder og arbejdsmønstre (Instructional methods and working patterns). Copenhagen, Munksgaard, 1968. Pædagogisk proces- og produktanalyse, (Pedagogical process and product analysis), Copenhagen, Munksgaard, 1969. Group problem solving. Classroom Interaction Newsletter, No. 2, 1972.
Background and aims:	The development project consists partly of the preparation of a training course in group problem solving for training and practising teachers. This course includes not only the educational and psychological aspects but also the television techniques to be employed. The research project includes a study of scientific methods applicable in the investigation of group problem solving. It also includes the construction of educational and psychological techniques. These are to be used in a scientific description of aspects of the group problem solving process as such, especially in regard to evaluation and improvement of the process.
Scope:	A group of four teachers are invited to participate - all are engaged in team teaching in their school.

Methods:	The group problem solving process is recorded in a research production laboratory (in cooperation with The Danish Broadcasting Coorperation, Gladsaxe Municipal School System and Blaagaard Teachers Training College). The recorded processes are analysed in a research analysis laboratory.The methods of analysis are developed especially for this investigation.
Main findings:	Will be published in the publication series of The Danish Institute of Educational Research.
Time schedule:	The project is in progress.
Source of finance:	Governmental project of the Institute.
Number of researchers:	A number of teachers participating in the training course, two technical assistants, two course leaders, two TV-producers from The Danish Broadcasting Cooperation, technical consultants, and a consultant in social psychology, clinical psychology and ecological psychology.

Institution:	The Danish National Institute of Social Research.
Project leader:	Erik Jørgen Hansen.
Project title:	HF-undersøgelsen (Survey on Higher Preparatory Course leading to Higher Education).
Bibliographic references:	
Background and aims:	To investigate the social and geographical background of applicants to the HF-Courses and to investigate their plans for the future.
Scope:	Sample consisting of every third applicant in the spring of 1972, approximately 3000 people.
Methods:	Postal questionaires.
Main findings:	An article and a publication (report) on this are expected to be published within the first six months of 1973.
Time schedule:	Data-collection May/June 1972, first part of the survey to be concluded in 1973, second part - a follow-up - is expected to be executed in 1976.
Source of finance:	Financed by a special grant from Direktoratet for Gymnasieskolerne og HF.
Number of researchers:	1/3rd researchers, 1 student.

Institution: The Danish National Institute of Social Research.

Project leader: Erik Jørgen Hansen.

Project title: Forløbsundersøgelsen af en generation unges uddannelses og erhvervsvalg. (A longitudinal study on Educational and Vocational Careers of a Generation of Youths).

Bibliographic references:

Ørum, Bente: The relationship between social background, intellectual level, and the position in the school system af 14 years. Study No. 20 of The Danish National Institute of Social Research. Copenhagen 1971. 144 p.(With an English Summary).

Andersen, Bent Bøgh: Aspekter af den"kulturelle" barriere mod uddannelsessøgning. Study No. 21 og The Danish National Institute of Social Research. Copenhagen 1971. 234 pages. (With separate Summary in the English entitled: Social factors in the first Selection in the Danish System).

Andersen, Bent Bøgh & Erik Jørgen Hansen: Parents and the School. Study No. 25 of the Danish National Institute of Social Research. Copenhagen 1972. 106 p. (With an English Summary).

Hansen, Erik Jørgen: Lighed gennem uddannelse? (Equality through education?) Pamphlet No. 1 of the Danish National Institute of Social Research. Copenhagen 1972. 31 p. (No English Summary.)

Background and aims: To study a generation of youths and their choice of education and vocation with respect to clarifying the relative importance

Institution:	Humanities Research Council.
Project leader:	Mogens Jansen.
Project title:	Research on social, social-psychological and social- pedagogical activities, functions of the classroom teacher in the "folkeskolen" (primary and lower secondary school).
Bibliographic references:	
Background and aims:	The project is aimed at a description of the social, social - pedagogical and social-psychological work in the "folkeskolen". How does it influence the professional-pedagogical work? Where does it take place, who performs it? And how is this work co-ordinated in relation to each student?
Scope:	Selected schools, classes, students, parents, teachers.
Methods:	Observation of educational procedures in the classroom, interviews, questionnaires, analysis of literature.
Main findings:	Results will be put forward; their significance will depend on their popularity.
Time schedule:	The project was started on December 6th, 1972 and should be completed during autumn 1975.
Source of finance:	Appropriation via the Humanities Research Council.
Number of researchers:	4 pedagogical psychologists, 2 pedagogically educated students, 1 secretary, a number of other students, teachers and others.

Institution:	Teknologisk Institut, Erhvervspædagogisk Afdeling,(Institute of Technology.)
Project leader:	Benny Dylander.
Project title:	Description of managerial steering models for investment in education in companies.
Bibliographic references:	The results will be published in self-contained report.
Background and aims:	The object of the project is to record and describe the ways in which the companies define and accomplish their training policy, especially in regard to each company's total investment in training, and in regard to each employee's education.
Scope:	The project covers 80 selected firms within trade and industry.
Methods:	Two structuralized interviews will be made in each firm: One with top management and another with the head of a department.The collected data will be analysed, after which a series of applicable managerial steering models can be described and evaluated.
Main findings:	The results can be applied in the planning of investment involved in trade and in education in companies.
Time schedule:	The project is in progress.
Source of finance:	Financed by the Institute.
Number of researchers:	5

Institution:	Ministry of Education, Vocational Training Dept. Research Council for Basic Vocational Education.
Project leader:	Carl Jørgensen.
Project title:	Experimental Vocational Training.
Bibliographic references:	Danish Governmentreport: No. 612 on basic vocational training. Act No. 219 (June 7, 1972). Comments to the Bill on experimental vocational training.
Background and aims:	Purpose: to provide an educational system of vocational training for young people with a previous school education of 9 years.
Scope:	Students: 1972-73: 1200, 1974-75: 3250 (intake of new students) 1973-74: 2500, 1975-76: 6400
Methods:	Drafts from specialist groups under the research committees, discussions by groups of teachers, approval of experimental planning by research committees, the Research Council, and the Ministry of Education, the accomplishment of experiments in schools, evaluation of test results by the above institutions.
Main findings:	The accomplishment of a new educational system for more than 50% of a particular year of birth, possibly in connection with a 12 year compulsory education.
Time schedule:	Period of research: To 1975-76 incl.(revision of the Act). Further extension of the project as part of national planning is expected to take place in 1978-79.

Source of finance:	Governmental.
Number of researchers:	Research Council, 6 research committees, and a number of interdisciplinary boards.

Institution: The Royal Danish College of Educational Studies
The Department of Civics and History
and the Department of Geography

Project leader: Mette Kofoed Bjørnsen, Ove Biilmann

Project title: Innovative work aiming at the contribution of civics to the teaching of social studies in primary and lower secondary school.

Bibliographic references:

Background and aims: The aim of the project is

a) to frame courses for professional teachers during which they will become familiar with social conceptions, methods, and models and gain proficiency in applying such devices
b) to aid the development of pilot courses of instruction (planning, framing of goals and content, etc.)

Scope:

Methods:

ad a) courses which are planned so far and carried out in part are those on
1. population
2. local society
3. the Danish society, description of society
4. the Danish society, structure and economic policy
5. the international society

ad b) the pilot courses of instruction are organized in co-operation with the local education authorities of the municipality of Copenhagen.

Main findings:	The aims mentioned under a) and b) above will lead to the development of training courses for instructors with a view to a rapid and effective dissemination of innovation
Time schedule:	Date of completion unknown.
Source of finance:	Temporarily financed by the Royal Danish College of Educational Studies and the Municipality of Copenhagen (research department of the local school board).
Number of researchers:	In future it will be attempted to involve more collaborators and interested students in the project.

Institution:	The Royal Danish College of Educational Studies Department of General Psychology
Project leader:	Mogens Brun
Project title:	Measurement of the reinforcement value of conditioned reinforcers in progressive ratio schedules.
Bibliogrephic references:	Brun, Mogens: A functional analysis of positive conditioned reinforcement in second-order schedules of reinforcement. Copenhagen: Master's thesis. University of Aarhus, 1972.
Background and aims:	The aim is to analyse the function of conditioned reinforcers in situations of learning. In several theoretical behaviour systems conditioned reinforcers have obtained an important function by describing a complex course of behaviour with only few facts about their effect upon the behaviour itself. Background: The project originates from a discussion running for three years in a number of journals.
Scope:	
Methods:	
Main findings:	Conditioned reinforcers do act to increase the amount of work in animal experiments.
Time schedule:	Commenced on the 15th October, 1972 Expected date of completion: 15th April, 1973
Source of finance:	Humanities Research Council The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of Religious Knowledge
Project leader:	K. E. Bugge
Project title:	Pilot courses of instruction in religious knowledge in primary and lower secondary schools with special reference to innovation in materials and methods.
Bibliographic references:	Bugge, K.E.: Roskilde-forsøget. Religionslæreren. Maj 1973 pp. 41-54.
Background and aims:	In these years traditional educational patterns are changing in all those countries where instruction in religious knowledge constitutes an integrated part of the curriculum at schools run by the public authorities. The aim of this project is to contribute to the internationally growing cooperation within the pedagogy of religious instruction by investigating pilot courses of instruction with the aim of developing new material and methods.
Scope:	
Methods:	Pilot study: Experimental instruction of two classes in grade 5: a pilot group, and a control group. Evaluation through questionnaires and semi-clinical interviews.
Main findings:	New educational material and methods to facilitate the understanding of difficult topics within the field of religious knowledge.
Time schedule:	Pilot study carried out during Jan.-April 1972. Final implementation in 1974

Source of finance: The Royal Danish College of Educational Studies, total expenses still unknown.

Number of researchers: The above mentioned five members of the team, Teachers conducting religious instruction of the two 5th grades, and a secretary.

Institution:	The Royal Danish College of Educational Studies, Department of Development and Clinical Psychology.
Project leader:	Marie Gansholt
Project title:	Description and comparison of various pedagogical approaches used in pre-school programmes and compensatory education in the U.S. and Denmark.
Bibliographic references:	
Background and aims:	Evaluation of pre-school programmes according to how well they have reached the programme goals. Training of teachers in the various methods of instruction as used in the different programmes.
Scope:	
Methods:	
Main findings:	
Time schedule:	Stage I: analysis of compensatory education in the U.S. completed in March 73. Stage II: observation and description of Danish pre-school programmes to be completed, we hope, by the end of 1973.
Source of finance:	The Royal Danish College of Educational Studies.

Institution:	The Royal Danish College of Educational Studies Department of Pedagogy, Educational Psychology and Social Psychology.
Project leader:	Jørgen Gregersen
Project title:	Student evaluation of instruction.
Bibliographic references:	
Background and aims:	Provision of material concerning the participants' experience of the instruction. Creation of system for student evaluation of instruction.
Scope:	
Methods:	Interviews, questionnaires, rating scales.
Main findings:	
Time schedule:	Project interupted in 1972, but will be continued later on.
Source of finance:	The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Danish Department
Project leader:	Elisabeth Hansen
Project title:	Investigation of the syntax of the language spoken, in standardised situations, by children of 4, 6 and 8 years of age.
Bibliographic references:	
Background and aims:	Exposure of lines of development in the syntax of childrens' language.
Scope:	
Methods:	
Main findings:	
Time schedule:	Estimated time of completion: 1973. It is planned that the findings will be published in a series of educational journals dealing with the Danish language.
Source of finance:	Humanities Research Council, The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies. Department of Didactics and Methodology.
Project leader:	Sv. Hesselholdt, U. Kaad, L. Lier
Project title:	Analysis of the biosocial background of the child in relation to emotional-, cognitive- and motor development.
Bibliogrephic references:	
Background and aims:	The purpose of the project is to throw light on the causalities of emotional-, intellectual- and neurological development with special reference to the emergence of difficulties in learning.
Scope:	184 children, chosen from the University Hospital Investigation 1959-61 on the significance of pregnancy and delivery for the health and development of the infant. The 184 children (aged 1o to 11 years) are distributed on one group comprising children with perinatal complications and one group without such complications.
Methods:	Children's tests, interviews of mothers, questionnaires to the teachers of Danish and mathematics.
Main findings:	
Time schedule:	Planning: May 1969 - May 197o, Data collection: 197o-1972, processing: 1972-1974.
Source of finance:	Grants from the National Care of Mentally Deficient and the Humanities Research Council.

Institution:	The Royal Danish College of Educational Studies Department of General Psychology
Project leader:	Jørgen Hunsdahl
Project title:	Experiments on subliminal stimulations. Research into a methodology for the motivation of visual perception. Investigation of the relationship between personality, motivation, and perception.
Bibliographic references:	
Background and aims:	The project is part of basic research within the field of Educational Psychology. The aim is to investigate the influence of motivative psychological factors in general perception and the effect of indirect influence.
Scope:	
Methods:	
Main findings:	
Time schedule:	Commenced in 1966. Still in progress.
Source of finance:	The National Research Board Humanities Research Council The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of Development and Clinical Psychology.
Project leader:	Marchen R. Jensen
Project title:	Survey of children placed in special educational groups and trends pointing towards mental consequenses of "organised celebral affection".
Bibliographic references:	
Background and aims:	The aim is to alter the pedagogs' view of retarded readers and hence to open these up to new educational measures.
Scope:	20 children, 10 in special classes, 10 as a control group.
Methods:	"Blind" tests by a clinical psychologist, the results of which are compared to the knowledge of "reality".
Main findings:	
Time schedule:	
Source of finance:	The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of Developmental and Clinical Psychology.
Project leader:	Reimer Jensen
Project title:	Youth and their relation to society.
Bibliographic references:	Denise Kandel & Gerald S. Lesser: Youth in two worlds.
Background and aims:	The project constitutes part of a major investigation into the conditions of youth. The initiative was taken by the Humanities Research Council.
Scope:	
Methods:	Questionnaires to young people, their parents, and teachers in U.S.A. and Denmark.
Main findings:	Published in 1971 in "Youth in two worlds", Specific problems are still being worked up.
Time schedule:	The study is planned for a period of 5 years.
Source of finance:	Humanities Research Council The Royal Danish College of Educational Studies.

Institution:	The Royal Danish College of Educational Studies.
Project Leader:	Finn Lambert
Project title:	Storstrøm project
Bibliographic references:	Sv. Ellehammer Andersen and Finn Lambert: Special Education. General aspects. Vol. I & II, The Royal Danish College of Educational Studies.
Background and aims:	1) Description of the situation and function of special-educational arrangements in the country. 2) Treatment of the information gained under item 1) with the purpose of advancing a hypothesis for a solution to the problem of special education. 3) Experimental teaching to test the hypothesis.
Scope:	69 classes with a total of 1222 pupils dispersed at 16 schools in the county.
Methods:	Observation of teaching. Questionnaires. Testing. Data processing. Subsequent analysis of the obtained information with a view to aspects which possibly influence the implementation and accomplishment of special education.
Main findings:	Illumination of conditions affecting the implementation and accomplishment of special education (in the county).
Time schedule:	1970/71 - 1974/75
Source of finance:	Grants from the Ministry of Education 1970/71 - - - - - - 1971/72

Number of workers:	3 researchers employed by the Royal Danish College of Educational Studies, Teachers, the county's school psychiatrist, part-time student assistance.

Institution:	The Royal Danish College of Educational Studies Department of Development and Clinical Psychology.
Project leader:	Erik Lambrechtsen
Project title:	The normal intellectual development of adults and ageing people.
Bibliogrephic references:	Lambrechtsen, Erik: The normal, intellectual development of the human senescence-period. Copenhagen: Thesis submitted for the Candidate Degree of Psychology, 1966, 9op.
Background and aims:	The research aims at submitting a foundation to the evaluation of applied adult education and its scope. It is carried out as a methodological analysis of investigations elucidating alterations to the I.Q. capacity with increasing age.
Scope:	
Methods:	
Main findings:	
Time schedule:	Expected date of completion in 1973
Source of finance:	The Royal Danish College of Educational Studies

Institutions:	The Royal Danish College of Educational Studies
Project leader:	Hans Lammers
Project title:	Analysis of the aim, content, methods of work, and evaluation of the instruction, in German in primary and lower secondary school.
Bibliographic references:	
Background and aims:	The purpose of the project is to investigate whether the expressed aims are realistic compared to the actual teaching, and to indicate which pupil activities may encourage the teaching and learning.
Scope:	
Methods:	Questionnaires to teachers of German. The project commences at grade 7 and is intended to be kept in progress till the end of school attendance.
Main findings:	
Time schedule:	
Source of finance:	The Royal Danish College of Educational Studies.

Institution:	The Royal Danish College of Educational Studies Department of Music and Musicology
Project leader:	Bent Lorentzen
Project title:	Creativity in the theory of music from infant and primary school to the level of higher and further education.
Bibliographic references:	
Background and aims:	The project is largely aiming at a transference of those aspects of creativity research which are applicable, to the field of music.
Scope:	
Methods:	It is endeavoured to apply as large parts of the existing psychological theories as possible to the pedagogy of music. Tests of pupils in primary and lower secondary school and university students.
Main findings:	A publishing house specializing in music will undertake the publication of a book called "Creative Theory of Music" which is based on results derived from the project.
Time schedule:	Estimated time of completion: 1st November 1973
Source of finance:	No new acquisitions of material.

Institution:	The Royal Danish College of Educational Studies Physics Department
Project leader:	Hans LÜtken
Project title:	Experimental instruction of physics and chemistry in grades 1 to 6.
Bibliographic references:	
Background and aims:	The aim of the project is to investigate the ways in which the teaching of topics in physics and chemistry may contribute to the fulfilment of the general purpose of the school.
Scope:	14 classes of grade 1, 31 classes of grade 2, 31 classes of grade 3, and 8 classes of grade 4.
Methods:	Work books and teachers' guidance.
Main findings:	
Time schedule:	Commenced in September 1970
Source of finance:	The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of General Psychology
Project leader:	K. B. Madsen
Project title:	Computer-assisted theory analysis
Bibliographic reference:	
Background and aims:	Development of exact methods, including computer programs, for meta-scientific studies particularly of psychological theories. Secondarily, development of computer-assisted teaching programs applicable to the instruction of theoretical psychology. Development of a simulation model reproducing the logical structure of a theory.
Scope:	
Methods:	
Main findings:	
Time schedule:	
Source of finance:	Humanities Research Council The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of Didactics and Methodology
Project leader:	Egil Nilsen
Project title:	Diffusion of innovations in adult education.
Bibliographic references:	
Background and aims:	The purpose of the project is to elucidate factors promoting or obstructing the diffusion of innovation in adult education.
Scope:	
Methods:	Historical, computer simulation and experimental.
Main Findings:	
Time schedule:	The project has just started.
Source of finance:	The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of Pedagogy, Educational Psychology, and Social Psychology
Project leader:	Mogens Nielsen
Project title:	Idealistic pedagogy
Bibliographic references:	
Background and aims:	The elucidation of idealistic features current in modern education
Scope:	
Methods:	
Main findings:	
Time schedule:	
Source of finance:	The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Chemistry Department
Project leader:	Peter Nørrild
Project title:	Methodological transformation of the chemistry instruction in primary and lower secondary school from the present deductive form centralized around the teacher to an experimental and more inductive form centralized around the pupils.
Bibliographic references:	
Background and aims:	The aim is to find new ways of teaching by experimentation.
Scope:	Pilot instruction at 15 schools. A total of 600 pupils.
Methods:	
Main findings:	
Time schedule:	Commenced in 1972. The project is planned to run over a couple of years. Publication by the College.
Source of finance:	The Royal Danish College of Educational Studies.

Institution:	The Royal Danish College of Educational Studies Department of Developmental and Clinical Psychology.
Project leader:	Thomas Sigsgaard
Project title:	Social adjustment of school starters
Bibliographic references:	
Background and aims:	The aim is to elucidate factors decisive to the adjustment of school starters and the interaction of those factors. In connection with social and emotional adjustment the effect of support to discovered minus variants is investigated.
Scope:	20 schools, 21 classes which started school in 1970.
Methods:	Tests and interviews
Main findings:	
Time schedule:	Commenced in 1970. Still in progress
Source of finance:	Humanities Research Council The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of Pedagogy, Educational Psychology, and Social Psychology
Project leader:	Sv. Skyum-Nielsen
Project title:	Development of school organization
Bibliographic references:	
Background and aims:	The aim is to provide material gained by experience on how various developmental programs of organization in schools are applied.
Scope:	
Methods:	
Main findings:	
Time schedule:	Commenced in spring 1971
Source of finance:	The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of Pedagogy, Educational Psychology and Social Psychology
Project leader:	Sv. Skyum-Nielsen
Project title:	The conception of and attitude towards various persons of authority, primarily the teacher, as experienced by pupils between 10 and 15 years of age.
Bibliographic references:	
Background and aims:	The purpose of the project is to examine how the teacher as a person of authority is conceived by the pupil. Clarification of the connections between the pupil's conception of the teacher, his placing in the classroom climate, and his final leaving of the school system.
Scope:	The project is part of a cross-national study: Authority, Rules, and Aggression. The Socialization of children into compliance systems. U.S. Department of Health, Education and Welfare. Office of Education. University of Chicago, March 1969
Methods:	Questionnaires and interviews of approx. 1400 children in grades 4, 6, and 8.
Main findings:	
Time schedule:	A publication will presumably come out in 1973.
Source of finance:	The Social Science Research Council The Royal Danish College of Educational Studies

Institution:	The Royal Danish College of Educational Studies Department of Physics
Project leader:	Poul Thomsen
Project title:	Methods and ways in the teaching of physics.
Bibliographic references:	Thomsen, Poul: Metoder og veje i den elementære fysikundervisning 1 (Copenhagen, Gyldendalske Forlag 1969, 365 p.)
Background and aims:	The aim is to analyse some possible ways in which fundamental topics of physics might be taught.
Scope:	
Methods:	Different ways of presenting the topics in existing textbooks are analysed and compared. Up to 1969 physics was taught in a very very old-fashioned way in most countries. Therefore it has been easy to suggest new ways in which the teaching of physics might be improved and modernized. Sometimes the development of new methods has included construction of new equipment. Often new alternatives are developped and discussed together with the existing ones. Some of the new suggestions are introduced and tested in Danish textbooks of physics used in the Danish Primary School.
Main findings:	
Time schedule:	Commenced in 1963, still in progress.
Source of finance:	The Royal Danish College of Educational Studies.

Institution:	The Royal Danish College of Educational Studies Department of Developmental and Clinical Psychology
Project leader:	Hans Vejleskov
Project title:	Survey of the language spoken by children.
Bibliographic references:	
Background and aims:	Analysis of sentence structure applied by children aged 4 to 8 years. Supplementary observation of e.g. the use of gesture. Analysis of syntax in primers, textbooks and exercises. Analysis of syntax in picture exercises by Greenlandic children before and after a one-year stay in Denmark. Analysis of syntax in the language spoken by adult imbeciles. Analysis of the language spoken by feeble-minded school-children.
Scope:	
Methods:	
Main findings:	
Time schedule:	Publication in 1973
Source of finance:	Humanities Research Council The Royal Danish College of Educational Studies

Instruction:	University of Copenhagen
Institute:	Institute for Studies in Higher Education
Project leader:	Inger Bruhns
Project title:	The relationship between cognitive style and the utilization of offered courses and other instructional media.
Bibliographic references:	Bruhns, I.: Report to The Danish Research Council. Aug. 1972 (Stencil)
Background and aims:	The purpose is to study the relationship between cognitive style as investigated by psychological tests and the utilization of offered courses and other instructional media.
Scope:	Twenty-five students at the Dental College, Aarhus.
Methods:	Psychological Testing, Interviews, Questionnaires.
Main findings:	Not yet known.
Time schedule:	The collection of data is completed. The project will be completed in 1973.
Source of finance:	A 2-year grant from The Danish Research Council.
Number of workers:	One.

Institution:	University of Copenhagen
Institute:	Institute for Studies in Higher Education
Project leader:	Helge Dohn
Project title:	The significance of the level of aspiration of the student as a factor in CAI (Computer Assisted Instruction).
Bibliographic references:	Dohn, H. et al.: CAI undervisningsprogram i Fortran (CAI instructional program in Fortran), Copenhagen 1972 (duplicates). Kopstein, F.F. & Seidel, R.J.: The Computer as Adaptive Instructional Decision Maker. Alexandria, Vir. HumRRO, 1970.
Background and aims:	The purpose of the study is to investigate the importance of the level of aspiration as a parameter in an instructional decision making model in CAI. The level of aspiration is a well described psychological factor but its importance for learning is not yet known. Some experiments will be carried out.
Scope:	Not yet decided.
Methods:	Quasi-experimental The CAI program is in Fortran
Main findings:	Not yet known
Time schedule:	The project is in progress. Initiated May 1972. Probable date for completion Spring 1974. The CAI program should be completed in August 1973.
Source of finance:	The University budget and a grant from IBM research foundation.
Number of workers:	Three in total, two student assistants.

Institution:	University of Copenhagen
Institute:	Institute for Studies in Higher Education
Project leader:	Ole B. Thomsen
Project title:	The Study Structure at the University of Copenhagen
Bibliographic references:	Thomsen, Ole B.: Studiestrukturen ved Københavns universitet (The Study Structure at the University of Copenhagen) (Monograph, to be published 1973)
Background and aims:	The organization of syllabuses at the University of Copenhagen is remarkable in various ways. For example, all of them lead to a qualification intended for teaching at the upper secondary level or in higher education (kandidat examination) rather than to an academic degree. Apart from the arts they all comprise 5-7 years of study in one subject, the general educational background having been taken care of by the gymnasium (upper secondary school) etc. This organizational structure was set up in the University Statutes of 1788. The aim of the study has been to describe the ideas underlying this structure and to seek explanations in the intellectual and social conditions of that age.
Scope:	Data concerning university education 1700-1788.
Methods:	Analysis of the Statutes of 1788 on the basis of the state of affairs in the University in the decades preceding 1788, sources of law, the public debate on university matters and proposals for reform in that same period.

Main findings:	The idea behind the study structure is dominated by a view of the University as a governmental agency for recruitment of governmental officials to serve the absolute monarchy, and for increasing the material well-being of the citizens.
Time schedule:	Commenced in 1966. A typescript for publication was completed in 1971.
Source of finance:	A fellow-ship granted by the University of Copenhagen for the period of 1966-1970.
Number of workers:	One.

Institution: University of Copenhagen

Institute: Sociological Institute

Project leader: Professor Kaare Svalastoga

Project title: Project Metropolit

Bibliographic references:

Cawood, Patrick: Computer Terminology. Sociologiske Meddelelser, Vol. 12, 1967/68, pp. 117-128.

Janson, Carl-Gunnar: Project Metropolitan. Acta Sociologica, Vol. 9, 1966, pp. 110-115.

Manniche, Erik: Forskningsprojekt Metropolit. Biologiske og Sociale Vilkår omkring 87 åndssvage Drenge. (Research project Metropolit. Biological and social conditions for 87 mentally deficient boys). S.Å. Nyt, 7. årg. nr. 15, pp. 35-40.

Manniche, Erik, og Berg Hauge, Lise: Udviklingshæmmede Børn - biologiske og sociale Aspekter. (Retarded children - biological and social aspects) Psykisk Utvecklingshämning, 3, 1969.

Manniche, Erik, og Berg, Hauge, Lise: Quelques données bio-sociologiques sur l'Oligophrenie. Sociological Microjournal, Vol. 7, 1973.

Svalastoga, K.: Longitudinal Research Design. International Journal of Sociology, Vol. 11, 1970, pp. 283-291.

Svalastoga, K.: Measurement of Responsibility. Social Science Information, Vol. 9, pp. 75-85.

Background and aims:

Carried out simultaneously in the Greater Stockholm, and in the Greater Copenhagen areas. Objective: To follow a generation of young people of about 10,000 boys from the time of their birth in 1953 to their thirtieth year with a view to ascertaining connections between social background factors and careers, deviant behavior, and adaptation to family life. Main aim: of the study is to deal with social mobility - consequently major emphasis is put on such parametric values that seem to be of major importance to research on social differentiation generally.

Scope:

Sample: All boys born in 1953 in Greater Copenhagen numbering about 10,000 boys. Started in 1965. Basic data collected in 1965, 1966, and 1968-69. Final data will be collected in the late seventies and around 1980.

Methods:

1953: information from the midwife reports comprising details of the newborn, the mother, and the occupation of father.
1965: school investigation included four items:

a) intelligence test with three subscores - spatial, arithmetic, verbal - this was the test of Härnqvist adapted by Weltzer;
b) creativity test (Mednick adapted by Weltzer);
c) school class popularity, a series of sociometric questions; and
d) achievement attitudes, educational, occupational and leisure-time interests.

Methods:	1966 two tests were administered, a reading test and an arithmetic test. At the same time, the schools provided information on the address of the boys, the occupation of the fathers and the present position of the boy in the school system; marks were not collected. 1968-69 a survey of the families involved in the study was performed by interviews. 3,165 mothers were selected, and the sample was stratified by the results of the 1965 intelligence tests of the boys.
Main findings:	
Time schedule:	In progress.
Source of finance:	Statens Samfundsvidenskabelige Forskningsråd (Governmental Fund) and University of Copenhagen.
Number of workers:	Research staff: 6, programmer and coder: 2

Institution:	University of Aarhus, The language laboratory.
Project leader:	Erik Andersen, Anita Kvamme, Eivind Landmark.
Project title:	Intensive teaching of Swedish and Norwegian to students of Danish at the University of Aarhus.
Bibliographic references:	
Background and aims:	Evaluation of the effects of an intensively run course and of a traditionally run course in the neighbouring languages.
Scope:	In 1971/72: 4 pilot groups of 20 subjects. Two groups doing Swedish and the other two Norwegian. The subjects of experiment: 1st year students of Danish at the University of Aarhus.
Methods:	Parallel teaching applying identical material to groups taught intensively and to groups taught traditionally. Tests before the commencement of the course and after the termination. Further tests 6 months later.
Main findings:	
Time schedule:	The project is in progress. Commenced in September 1971.
Source of finance:	University funds.
Number of workers:	3 researchers/teachers, 1 technician.

Institution:	University of Aarhus, The language laboratory.
Project leader:	Carsten Kjær Andersen, Erik Andersen, Frede Østergaard.
Project title:	Aptitude test.
Bibliographic references:	
Background and aims:	The test is worked out at the request of the English Department, Aarhus University and Kalø sproghøjskole, Rønde. Aim: to ascertain a testmaterial which can form the basis of a) distribution of pupils in classes b) drawing up of teaching progress in classes and for individual pupils c) construction of teaching material.
Scope:	Provisional experimental group of 80 persons. Pupils from Kalø sproghøjskole, age: 18-30 years.
Methods:	Construction of preliminary material for testing of skill in language (perception, grammatical understanding, vocabulary). Testing of the material on experimental groups.
Main findings:	
Time schedule:	The project is in progress. Started October 1972.
Source of finance:	University funds.
Number of workers:	3 research workers/teachers, 1 technician, 1 secretary.

Institution:	Institute of Psychology, University of Aarhus.
Project leader:	Associate Professor Knud-Erik Sabroe
Project title:	Longitudinal investigation of attitude change 1972-1977.
Bibliographic references:	
Background and aims:	To analyze the effects of major systems (academic studies) on the change of attitudes of the individual student(s). Area of interest: Political attitudes (in a broad sense).
Scope:	2oo students of psychology, 2oo law-students, 1oo dental-students, 1oo male conscripts.
Methods:	A 1o5 items likert-type attitude questionnaire is issued to the same subjects in five succeeding years (or as long as the duration of their course).
Main findings:	None so far. Implications: To sensitize the students to the effects of the systems they participate in.
Time schedule:	Project just started.
Source of finance:	Research council for political sciences: 7.ooo D.kr. Institute-grants.
Number of workers:	1.

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